

Inspection report for early years provision

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Inspection date	18/09/2009
Inspector	Julie Firth
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2003. She lives with her husband and three children aged eight, six and four years in the Sale area of Trafford. Children have access to the whole of the ground floor which includes the playroom, lounge and the kitchen. Toilet facilities are on the ground floor. There is an enclosed rear garden for physical activity and outdoor play. The family have two pet rabbits.

The childminder is registered to care for a maximum of four children at any one time. When working with another registered childminder she may care for a total of no more than seven children under eight years. There are currently nine children on roll; of these seven are on the Early Years Register. The setting is registered by Ofsted on the early years register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from a local primary school. She has been awarded the quality first level three from the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a setting where they are valued as individuals, and inclusion is well promoted. The childminder has a good understanding of the Early Years Foundation Stage (EYFS) and the underlying principles. Children make good progress in their learning and welfare needs in most areas are successfully met. On going planning ensure that activities are exciting helping children to develop good skills. The childminder demonstrates a strong commitment to continuous improvement and is beginning to recognise her areas for development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the assessment system to chart children's progress towards the early learning goals
- continue to plan challenging experiences for children linking to the six areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder is working within the terms of her conditions of registration All aspects of documentation examined at inspection are in good order and organised to respect confidentiality. A range of comprehensive policies are also available and shared with parents. The premises are safe and risk assessments have been

conducted for all areas of the premises used for childminding and for outings. The childminder has a good understanding of the signs and symptoms of abuse and procedures to follow should she be concerned about a child's welfare.

The childminder has worked hard to provide a stimulating learning environment for children. A dedicated playroom is available where educational posters, photographs of children at play and examples of their art work are beautifully displayed. Patio doors in the playroom enable children to have free flow access between the house and garden. A good range of clearly labelled resources are available to allow children to acquire new knowledge and skills.

The childminder has started to use self-assessment to monitor her practice. She has attended a variety of training to develop her knowledge of childcare since her last inspection. Training opportunities and plans for the future are well targeted. For example, she is to develop her assessment procedures to indicate how much progress the children are making. Recommendations raised at the last inspection have been successfully addressed. For example, the childminder now has a written consent of emergency medical treatment and good hygiene procedures are displayed at all times.

The childminder strives to provide a service that is inclusive to both families and children. New children are settled in gradually and the childminder obtains all relevant information from parents to ensure welfare needs are met and are in practice. The childminder also works with parents to identify children's starting points with regard to learning and development. Parents are asked to comment on a feedback form regarding how their children are progressing and the childminder acts on their responses. Information on the daily routine, play plans and the EYFS poster are clearly displayed for parents to view. Parents are very happy with the care their children receive. They have a positive view of the two childminders working alongside each other offering children a relaxed homely environment where they can learn through play. Links with other providers of the EYFS that children attend have been established. For example, when a child in her care attends a local playgroup the childminder assists in the group and sees this as a valuable way of working in partnership with the setting. Furthermore, an information sheet is also shared with the local nursery to enhance the children's continuity of their learning and development.

The quality and standards of the early years provision and outcomes for children

Children clearly enjoy the time that they spend with the childminder and her husband. Both have a caring and sensitive approach, which helps children feel, happy, safe and secure. The day is well organised to provide children with a good balance of rest, learning and play. Children benefit from first hand experiences, which encourages them to be active learners. Their progress is monitored through written observations and photographic evidence. However, assessments are not always used to clearly identify children's next stages of development around all six areas of learning. Routines include a balance of adult directed and child initiated play. On going planning and photographs indicate that a balanced curriculum is

being delivered to the children. The childminder clearly knows the children well, and makes good use of questioning to encourage them to become independent thinkers.

Children's independence skills are encouraged through daily routines. Such as, attending the toilet, putting on shoes and tidying away toys. They enjoy reading with the childminder and independently choose books from the local library. Writing materials are accessible for children to attempt to write their name and make marks. Furthermore, a variety of print around the room familiarises children with the letters of the alphabet. Children happily count in sequence as they build bricks and learn to recognise numbers through a game using a dice. They recognise shapes and have access to a large variety of puzzles and games to help them sort and match.

Children have many opportunities to engage in role play as they play with small world toys and dress up. Detailed themes displayed around the room indicate children are involved in a wealth of crafts and collage activities. Children have many opportunities to develop their knowledge and understanding of the world. They develop an interest in living things by helping to care for the rabbit and by planting flowers and watching them grow. Outings in the immediate and surrounding locality such as the local park and purchasing groceries at the supermarket are popular activities with the children. Furthermore, they enjoy writing a letter and posting it to their home address. They are involved in recycling and enjoyed decorating the compost bin in bright colours. They learn to operate the mouse as they move around the computer accessing educational programmes. By celebrating cultural festivals and accessing resources which reflect diversity, children are learning about the cultures and beliefs of others. The childminder recognises the importance of welcoming children with learning difficulties and disabilities into a sharing and inclusive environment.

Physical play outside is well promoted. Children thoroughly enjoy the time they spend outdoors running around in the fresh air and testing out their physical skills on the interesting range of toys and equipment available in the childminder's rear garden. Younger children receive lots of hugs as they crawl and are later supported as they try to balance and walk.

Children's good health is well promoted. The premises, toys and equipment are kept clean. A well detailed rota of cleaning outdoor toys prevents germs and enables children to have access to them in all weathers. Regular discussions take place about the importance of washing hands with soap to get rid of germs, which helps to develop children's awareness of the concepts of effective hygiene routines. Children enjoy healthy meals and snacks and are taken to the local allotments to pick their own fruits. The childminder spends a great deal of time talking with them about the importance of healthy eating and how it affects different parts of their bodies. They have access to drinks at all times. The childminder holds a food hygiene certificate which ensures that food preparation meets environmental health.

From an early age children learn the importance of sharing and taking turns. The childminder and her husband act as positive role models, and the frequent use of

praise helps children feel good about themselves. Children are encouraged to keep themselves safe. They are reminded to be careful when playing in the garden, made aware of road safety and of the importance of not talking to strangers. Children regularly take part in emergency evacuation in the event of a fire in the home. However, these drills are not recorded.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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